

**ICMA Voluntary Credentialing Program:  
A Personal Commitment to Professional Development**



**2010 MLGMA Summer Workshop**

**Daryl J. Delabbio, County Administrator/Controller  
County of Kent**

Handouts

1. “Tenet 8: Improving Professional Ability” - *PM Magazine* article by Charldean Newell, Mark Achen, and George Goodman
2. “ICMA Voluntary Credentialing Program” - *The Manager* article by Daryl Delabbio
3. Frequently Asked Questions by Category (ICMA Website)
4. Email from ICMA notifying member to submit update
5. Sample Update by John Doe
6. Credential Advisory Board Agenda
7. PowerPoint

## **Tenet 8: Improving Professional Ability**

Did you arrive at the ICMA conference exhausted after working late to button up as much as possible before departing? Does your work demand that you respond to text and voice messages during training activities? Do you have very limited resources and time for your own training? Do the interesting, exciting ideas you hear at conferences or seminars seem to turn hazy when you return home to work? If so, you are probably not getting maximum results from your professional development activities.

Since ICMA created the Voluntary Credentialing Program (VCP) in 2002, members of the advisory board have reviewed thousands of plans and reports from credentialed members. We know most members' time and budgets are precious, so we offer some lessons learned from our experience with the VCP.

Tenet 8 of the Code of Ethics states, "Make it a duty continually to improve the member's professional ability and to develop the competence of associates in the use of management techniques." Added to the Code in 1952, this requirement for at least 40 hours of professional development annually is similar to that of other professional organizations.

### ***What Is Professional Development?***

Many members regard experience as their best teacher. Although this notion may be true, there would be no need for a 40-hour requirement if doing one's work were sufficient. Professional development searches outside daily work to obtain enlightenment from ideas offered by authors, colleagues, commentators, educators, futurists, and specialists. Its thrust is learning new information and new ways of performing work. In other words, daily work is the "practice" of our profession; professional development is the set of learning activities we pursue deliberately to enhance our work competencies, or the study of how to improve our "practice."

### ***Is a Professional Development Plan Needed?***

More than occasionally some members appear simply to sample from the smorgasbord of available and affordable professional development options. What new training opportunity will come along that fits a busy schedule? Will it improve the manager's skill in an ICMA practice area? Is that the area upon which the individual member needs to improve at this point in a career? As with most endeavors, professional development without a plan leaves much to chance. Good management embodies good planning, whether for the jurisdiction or for one's own learning.

The annual professional development plan starts by identifying needs and then sets goals to address these. The clearer the development goals, the better scarce resources will be used. The annual plan should be limited to a few ICMA practice areas for improvement, not so many that focus is lost. Feedback from bosses, peers, and subordinates; the agency's priorities; and one's self-assessment all should be considered when identifying which practice areas to focus on. Some members have partnered with a colleague to prepare their plans. This provides a neutral, supportive, confidential, and knowledgeable source of advice and critique.

The ICMA Applied Knowledge Assessment will assist self-assessment. Some questioned whether a multiple-choice, paper-and-pencil assessment instrument could reliably identify the skills needed for our work. However, many find the AKA a surprisingly insightful tool. It compares individual results with results of colleagues around the country, thereby suggesting areas for improvement. Credentialing also involves a performance-based assessment instrument such as the "360" every five years to obtain more behavioral feedback. This review and the AKA are available to all members of ICMA although without the advice and coaching that are available to credentialed members.

A good annual plan is specific about activities as well as needs. It identifies conferences, workshops, and readings that one hopes to undertake and the practice area the individual plans to pursue with each. Like all plans, events may require changes mid-course, but specifying intent increases the odds of fulfilling one's goals even when changes are necessary.

### ***Too Small to Afford Off-Site Training?***

The Credentialing Advisory Board occasionally hears that smaller jurisdictions have few resources for professional development. While national conferences and resident executive programs are expensive, the speakers and programs are top quality. There are many venues for learning, however; some are low in cost and fit into the most stringent budget.

State and regional associations, state leagues, local schools, and colleges often provide opportunities regionally, if not locally. Many training opportunities are now available right in the office, such as ICMA's audio and video courses; and a variety of institutions provide Internet offerings, and local libraries usually have or can borrow training materials in several media formats. There are several examples of professional development exchanges involving neighboring members and joint training events conducted by neighboring jurisdictions.

### ***Reflection and Sharing for Retention***

Formal education demanded retention to survive frequent tests to determine what learning had occurred from assignments. As adults, we are expected to attend to our own learning, and retention is a challenge for most of us. Often, training time is time stolen from work, family, recreational, and social priorities. These priorities frequently occupy our minds and at least occasionally distract us during learning activities. It is little wonder that lessons learned quickly fade into the haze of all these priorities.

Early in our careers we may find the proverbial bolt of lightning, but, as our careers mature, such revelations are extremely rare. Even members with fewer than ten years of experience often lament the dearth of grand solutions available from training activities. Rarely can a presenter fulfill these unrealistic expectations. Skepticism about most professional development may result and cause our attention to wander so that we miss even small kernels of new useful knowledge. The mind closes, rather than opens, to learning.

Even brief reflection on a training experience seems to expand and help retain learning. Taking notes increases attention and helps reflection later. Greater learning gains occur when time is taken to review thoughts and notes, to discuss ideas with a colleague, to prepare a journal of thoughts and reactions, or even to study or read more on the topic.

The annual report, required of credentialed managers, encourages such reflection. The best reports clearly identify something new to the member that was learned from each activity. Indeed, members often report more than one new kernel of knowledge or information.

An alternative activity for senior managers is to serve as mentors to relative newcomers through structured programs such as ICMA's Emerging Leaders Program or to undergraduate or secondary school students who are considering public service careers. Attracting the best and brightest of young people into local government management can be a valuable service to the profession. Being a mentor includes, but is not limited to, providing well-thought-out advice to the mentee and not merely telling "war stories."

### ***The Credentialing Option***

One route to fulfilling the Tenet 8 requirement is the Voluntary Credentialing Program. More than 1,000 members have elected this option. The program provides advice and coaching from members of the advisory board. Another advantage of credentialing is that the credentialed manager designation is increasingly a criterion for ICMA regional vice president candidates in the United States, for Gettysburg Leadership Seminar attendees, for Emerging Leaders Development Program mentors, and for becoming a Legacy Leader.

### ***In a Nutshell***

Whatever approach is taken to fulfill the 40-hour professional development requirement, maximum results occur through:

- Annual planning based on thoughtful assessment of a member's command of the ICMA practice areas.
- Minimizing distractions and committing attention to those activities undertaken.
- Taking notes, highlighting, or journaling to preserve one's thoughts and reactions.
- Reflecting on those kernels of knowledge after training activities to cement lessons learned.

In addition to maximizing the results of their own professional development, we strongly encourage members to use this approach to guide the development of their employees and more junior colleagues.

—Charldean Newell, ICMA honorary member; Mark Achen, ICMA Life Member and Range Rider in Colorado; George Goodman served as executive director of the Michigan Municipal League

### **ICMA Voluntary Credentialing Program**

Daryl J. Delabbio, Chair – MLGMA Professional Development Committee and member of the ICMA Credentialing Advisory Board



## Leaders at the Core of Better Communities

managers or credentialed manager candidates, 64 of which come from Michigan. The basis of the program was included in the *ICMA Strategic Plan*, which identified the following strategy: *To establish a voluntary credentialing program to define and recognize professional local government managers and to promote lifelong learning.* This Program is “a means of defining and recognizing an individual ICMA member who is a professional local government manager qualified by a combination of education and experience, adherence to high standards of integrity, and an assessed commitment to lifelong learning and professional development.” Recognition occurs through a peer review credentialing process. The program, which is self-directed, offers local government professionals an opportunity to quantify the unique expertise we bring to our respective communities. The program also assists us in focusing and reflecting upon our lifelong professional development experiences.

Most understand the process for becoming a credentialed manager, so I will not go into that in this article. I would, however, like to focus on the two annual activities required to maintain credentialing: development of an annual plan with the 40-hour requirement and reporting on professional development activities during the course of a year.

In terms of plan development, one method is to take the results from the “Applied Knowledge Assessment” (AKA) and use that as a basis for developing a training/professional development plan for the upcoming 12-month period. If there are areas that your AKA indicates that opportunities exist for improvement, make a point of seeking those opportunities. Another method is to look at some things that have not been addressed in prior training and determine if you need to become knowledgeable about a specific area or areas not identified in the AKA. It may not be possible to identify every training program or opportunity that presents itself during the year, and that is alright. Some things (such as the ICMA audio conferences) are announced on a regular basis, but not necessarily when your plan has to be submitted to ICMA. Also, don’t forget to use the MLGMA Winter Institute and Summer Conference to obtain 10-15 hours of professional development training.

In terms of reporting on your professional development, it is important to differentiate between professional development and activities that are generally part of your role as a manager/assistant manager. Undertaking a new activity in the workplace that has not been done in the past does not automatically translate into professional development under the requirements of the credentialing program. Learning about doing something can be a professional development activity. As an example, conducting a strategic planning session or process is part of the job requirements. Getting prepared to conduct such a session, by attending a training session, reading a book on strategic planning, or a combination of the two is professional development.

Given today’s economy and the cutback we are all experiencing will in all likelihood result in reduced travel and less training. Two relatively inexpensive ways to obtain professional development include the ICMA audio conferences and reading books. In terms of the audio conferences/webcasts, one relatively modest fee allows one or many from the organization to participate. These activities are generally 90 minutes long, but spending an additional 60-90 minutes discussing with staff what was delivered can add to the experience. Reading books, and discussing them with staff/colleagues in the form of a book study, can earn up to 10 hours of professional development credit for each book.

The Voluntary Credentialing Program is a self-monitored “on-your-honor” system. The Credentialing Advisory Board is interested in our success and looks at our professional development activities and what we have learned from those activities. To learn more about the Credentialing Program, you can visit the ICMA website: <http://www.icma.org/main/bc.asp?bcid=124&hsid=1&ssid1=2521&ssid2=2522>.

*Michigan Local Government Management Association, The Manager (December 2008) and the Ohio City Management Association Newsletter (February 2009)*

## **Voluntary Credentialing Program**

### **Frequently asked questions by category**

#### **Assessments**

**Q: Why does the program require a multi-rater assessment every five years?**

A: This requirement has been in place since the Credentialing Program began in early 2002. The first assessment (the Applied Knowledge Assessment) is an assessment of knowledge. The second assessment (the Performance-Based Assessment or other 360) is an assessment of practice. Also, it is helpful to reassess so that you can get an idea of how/whether things have changed since you started the program.

**Q: Do I have to use ICMA's Performance-Based Assessment to fulfill my 360 requirement?**

A: No. Please email [credentialing@icma.org](mailto:credentialing@icma.org) if you'd like to use an alternative 360 or if you have special circumstances.

**Q: Why does the ICMA Performance-Based Assessment cost \$245?**

A: Multi-rater assessments are expensive to administer and score. Almost the entire fee goes to CCI Assessment Group International for administration and scoring and to Georgia State University to help reimburse them for their significant investment in assessment development.

#### **Credentialing Policies & the Credentialing Advisory Board**

**Q: Does the Credentialing Advisory Board really look at every application and every annual update?**

A: Yes! The Credentialing Advisory Board, made up of member volunteers, spends a considerable amount of time evaluating and reviewing applications and annual updates. They carefully consider each one, paying special attention to experience, education, plans, and annual updates.

**Q: Why do I have to fulfill a 40-hour annual professional development requirement for credentialing? Isn't that a bit much?**

A: Tenet 8 of the ICMA Code of Ethics says, "Make it a duty continually to improve the member's professional ability and to develop the competence of associates in the use of management techniques." After member dialogue in 1994 the following guideline was added: "Each member should commit at least 40 hours per year to professional development activities that are based on the practices identified by the members of ICMA." The Credentialing Program simply allows you to focus and structure your 40 hours.

**Q: What if I wasn't able to complete an activity that was on my original plan?**

A: No problem. The Credentialing Advisory Board (CAB) understands that these things happen. Simply leave it out of your annual update and do not report it as a completed activity. Include any activities that you may have substituted during the year. While the CAB will be flexible and allow non-traditional approaches as part of a professional development plan, it is with the understanding that participants will meet the 40-hour minimum even if there is a need to adjust schedules or change activities in the course of a year.

**Q: Why do I have to tell what I learned from my professional development activities?**

A: Credentialing aspires to help us get something more concrete and enduring from our training efforts than just a feeling. The annual update should demonstrate this by spending less time describing each activity and more time giving one example of something specific we learned or applied for each activity. It is the CAB's experience that if you take the time to reflect as you go along, you will find the lessons learned are deeper and more likely to become part of your wisdom. Thus, the CAB urges you to keep a journal and update it throughout the year so that when you are due to submit your annual update, you will have it in good form.

Also, the program requires completion of assessment instruments and provides a structured way to pursue personal professional development goals, but does not mandate certain courses or require testing, so the test of rigor and added value is met through explaining what was learned. There is no process for pre-certifying

acceptable seminars/courses because the focus of the program is a professional development plan that is most appropriate for individual circumstances as opposed to a broader "one size fits all" program.

**Q: Can special, irregular job activities count as professional development?**

A: The job activity itself does not count as professional development, but any studying, reading, or coursework that you did to prepare for the job activity does count as professional development.

**Q: I am retired. Why do I have to continue to fulfill the 40-hour requirement?**

A: You don't have to! During their October 2007 meeting, the Credentialing Advisory Board created a new category for retired credentialed managers who no longer wish to submit annual updates. Retired members who have been members in Corporate in-service positions for at least 10 years can apply for the "Retired Credentialed Manager" designation, assuming they are currently credentialed and have completed at least one annual update in the past. "Retired Credentialed Managers" do not have to complete multi-rater assessments or receive external feedback.

**Administrative Details**

**Q: Where do I go to find sample plans, sample annual updates, recommended reading lists, and other helpful resources?**

A: The Credentialing Resources section of *icma.org*.

**Q: How will I remember to submit my annual update?**

A: Four reminders are sent to every credentialing participant: Three months in advance of your deadline, two months in advance of your deadline, one month in advance of your deadline, and two weeks in advance of lapsing from the program. If we do not have your email address or the email is returned as undeliverable, the reminders are sent via regular mail. If you are not receiving your reminders, they may be getting caught in your email spam filter. Please add [arelyea@icma.org](mailto:arelyea@icma.org) and [credentialing@icma.org](mailto:credentialing@icma.org) to your address book or "approved sender" list.

**Cost**

**Q: How much does it cost to participate in the ICMA Credentialing Program?**

A: It can cost as little or as much as you want it to. The only required expenses are \$75 for the Applied Knowledge Assessment and \$50 for the online application. There are no renewal fees at this time, and the 40-hour professional development requirement can be fulfilled through no- to low-cost activities such as structured mentoring and professional reading from the library.

**Q: Why is there a credentialing application fee?**

A: The Credentialing Program is almost completely supported by member dues. The one-time \$50 application fee helps defray the cost of staff time to process applications.

**Q: Why does the ICMA Applied Knowledge Assessment cost \$75?**

A: Almost the entire fee goes to Kryterion for administration and scoring and to Georgia State University to help reimburse them for their significant investment in assessment development.

**Q: Why does the ICMA Performance-Based Assessment cost \$245?**

A: Multi-rater assessments are expensive to administer and score. Almost the entire fee goes to CCI Assessment Group International for administration and scoring and to Georgia State University to help reimburse them for their significant investment in assessment development. Alternatives are available to members who do not have \$245 in their budgets. Just send your request to [credentialing@icma.org](mailto:credentialing@icma.org).

**Q: What if I cannot afford to go to conferences or do not want to because I am retired?**

A: The 40-hour professional development requirement can be fulfilled through no- to low-cost activities such as structured mentoring and reading.

**ICMA Email Reminder (#1) to Credentialed Manager for Annual Update**

Dear \_\_\_\_\_:

It's annual update time! New information has been added to the following instructions; please pay special attention to Steps 3 through 6:

1. Submit by May 1 at <http://icma.org/credentialing>. (If that "quick" link does not work on your computer, you can navigate the long way around to *icma.org*, Credentialing, Application & Update.)
2. If you entered a professional development plan for 2009-2010, you will see it (or a link to it) at the top. If you forgot to enter a professional development plan for 2009-2010, this area will be blank.
3. To submit your annual update (report of activities completed during 2009-2010), click on the link at the bottom that says "Click Here to Add Completed Activities."
4. Enter your completed activities all in one text box or upload a Word document. We recommend the latter. (You are expected to report on what you did and specific examples of what you learned. For more information on that requirement, it is very important to check out the [sample annual update](#) and the [PM Magazine commentary](#) in the Credentialing Resources section of *icma.org*.)
5. Click Save when you are finished.
6. In order to submit, you must (1) fill in your name to attest to 40 hours and (2) check the box that says you are sure before (3) the Submit Annual Update button will work. If transmission is successful, you will be taken to an online confirmation page. The link to enter your new plan for 2010-2011 will be on this confirmation page.
7. The Credentialing Advisory Board will review your annual update during May and they will contact you if they have any questions. Confirmations will be sent out in June.

**Also, your multi-rater (or 360-degree) assessment is due by 5/1/2012.** If your deadline is close, please visit <http://icma.org/360> to complete the ICMA Performance-Based Assessment now. Please see the [Credentialing Assessments section of icma.org](#) for a list of frequently asked questions regarding the requirement, including information on alternatives. The multi-rater assessment requirement is waived for retired members and can be postponed, upon request, for ICMA Members in Transition. If you cannot complete a multi-rater assessment for political reasons, let us know, and the CAB will work with you to devise another way to get external feedback.

Contact me if you have any questions or concerns, or if you would like more information about the "Retired Credentialed Manager" designation. Thank you for your commitment to professional development and lifelong learning.

Sincerely,

**Amanda Relyea**

Project Manager, Credentialing & MIT Programs

[arelyea@icma.org](mailto:arelyea@icma.org)

ICMA: Leaders at the Core of Better Communities

[icma.org](http://icma.org)

**SAMPLE ANNUAL REPORT**

**John Doe**

**ICMA Credentialing Update 2009-2010**

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## Professional Development Activity #1 – Conferences Attended

### I. OCAA

**What I did:** Attended the Ohio County Administrators Association (OCAA) annual Conference (August 15-17, 2009). Attended several sessions, but one that I found most helpful was a three-hour keynote by Alex Pattakos, author of *Prisoners of Our Thoughts*, who talked about “The Search for Meaning in Government.” I read his book previously, but there were some new “nuggets” I mined from this presentation.

**What I learned/applicability to work:** Pattakos takes the principles of Viktor Frankl’s *Man’s Search for Meaning* and applies them to the workplace (and everyday life). I was reminded that there are several key elements to finding/enjoying meaning in the workplace and that even the slightest interaction results in a meaningful experience, including how to detect the meaning of life’s moments, looking at myself more objectively, shifting my focus of attention to others, and having meaningful values and committing to those values. The process of having a discussion with the book’s author was inspiring and helped me re-focus attention on my position/ organization. One major “take away” principle I am trying to use more often is the ability to choose my attitude, which can be a struggle at times.

**Practice Area(s) Addressed:** Personal Development; Advocacy and Interpersonal Communication; Staff Effectiveness; Integrity.

*Time commitment: 3 hours.*

### II. ICMA

**What I did:** Attended "Breakthrough Conflict" Workshop (facilitated by Glaser & Associates).

**What I learned/applicability to work:** The seminar included demonstration of some methods to use when there is a real, or emerging, conflict. I have been able to use one of the techniques to diffuse a very significant and difficult personnel situation that was heading toward a detrimental affect on the organization. I was able to apply a couple of the concepts to this situation and, while the result ended in a key staff member leaving the organization, he and I have been able to maintain a good relationship. I have also done some additional reading about conflict management and will be able to take some of the concepts I learned and use them on a regular basis.

**Practice Area(s) Addressed:** Staff Effectiveness; Advocacy and Interpersonal Communication.

*Time commitment: 2.5 hours.*

### III. MLGMA

**What I Did:** Attended the Michigan Local Government Management Winter Institute in Ypsilanti, MI (February 4-5, 2009).

**What I learned/applicability to work:** Attended a number of sessions, but *two sessions were most fruitful*. The first was a presentation by Byron Stock on “Building Resilience and Agility.” The topic was Emotional Intelligence and its impact on leadership, teamwork, change management, influencing, and health. He also provided a couple of tools to assist in managing emotions and feelings (a “freeze-frame” approach, which suggests the five-steps of 1) Time out, 2) shifting attention, 3) activating positive memories, 4) asking if there is a more effective personal response to the situation, and 5) listening). He also allowed time for participants to practice the approach. The second session was a session on “Ethics in City Hall: Case Studies for Discussion and Analysis.” This session focused on two real-life cases. The first involved a city manager who used his knowledge (based on reading true crime stories) to discover that a wife of a city employee was affected by Munchausen by proxy (a condition where a caregiver deliberately tries to kill a child while being portrayed as a suffering parent). The second involved a manager who had to deal with three different elected officials who were involved in drunk driving, solicitation, and drug abuse. Interesting discussions and provided some tips about how to handle sensitive issues. The cases were based on the book *Ethics in City Hall* by William Thompson and James Leidlein

(city manager of Harper Woods, Michigan). I purchased the book and will be reading it as part of my 2009-2010 activities.

**Practice Area(s) Addressed:** Personal Development; Integrity

*Time commitment: 3.5 hours*

### **Professional Development Activity #2 – Miscellaneous In-House Staff Training**

**What I Did:** With staff, participated in one video discussion and two ICMA audio conferences.

**What I learned/applicability to work:**

First Activity (May 7, 2009): Participated, with five staff, in the ICMA Audio Conference *Innovating HR Approaches for These Tough Economic Times*. Heard from several different communities about various techniques used to reduce employee costs (e.g., retirement incentives, furloughs, reduced work weeks). Some of the approaches have applicability to the City of Topeka, some did not. *Time commitment: 3 hours (1.5 hours for the conference; 1.5 hours for follow-up discussion with staff).*

Second Activity (July 22, 2009): *A Whole New Mind* – This video (not the one sent to ICMA members) provides the “canned” Pink presentation on the basics of *A Whole New Mind*. Approximately 15 staff attended the presentation, a number of whom have not heard of Pink’s work) which included a follow-up discussion on Pink’s thoughts. While Pink’s “six senses” (Design, Story, Symphony, Empathy, Play, and Meaning) were highlighted, the ideas of empathy and meaning were most significant to me and in my dealing with a difficult staff situation. *Time commitment: 2.5 hours.*

Third Activity (December 17, 2009): Participated, with approximately 15 staff, in the ICMA Audio Conference *Fiscal Distress: How to Diagnose the Cause and Identify the Right Solution*. This audio conference outlined the model developed by Jefferson County, Colorado to improve its fiscal condition and identify an organization’s fiscal health and long-term fiscal wellness. The diagnostic tools and treatments identified by Mssrs. Fabian and Johnson were very interesting. While the model may be a bit cumbersome and “labor intensive,” there are a number of “nuggets” that were gained that we will utilize to improve/tweak our processes as we begin to develop the upcoming budget. More discussion will be taking place in the first quarter of 2010. *Time commitment: 3 hours (2 hours of conference/question and answer, 1 hour of follow-up discussion with staff).*

NOTE: I found that bringing staff into these discussions served several benefits for the organization, including the give-and-take that normally takes place in a “meeting” environment and allowed for staff to understand the need and importance for ongoing professional development.

**Practice Area(s) Addressed:** Creativity; Diversity; Staff Effectiveness; Personal Development; Performance Measurement/Management and Quality Improvement; Budgeting

### **Professional Development Activity #3 – Books**

First Activity (July 30, 2009): Book discussion with Steve L. Robbins, author of *What If?: Short Stories to Spark Diversity Dialogue*. The book and accompanying discussion offered practical ways to look at diversity in the workplace and take a variety of feelings, issues, and thoughts into consideration when interacting with individuals. Having the opportunity to discuss concepts with both the author and staff who participated was enlightening. The author was able to convey his thought process about the various vignettes he wrote and staff had the opportunity to interact with him and each other. Participants performed a couple of practical exercises. The book included 26 vignettes that about the author's personal and professional experiences. Each vignette included a story, and a summary that included introspective questions, an activity to use in the work setting, and an assignment. For example, one chapter talked about the author's home having a pond and how he wanted to stock it with trout. After getting information on how the trout could flourish in the pond, such as providing proper aeration, he failed to follow the instructions, and did not take their needs into consideration, resulting in dead fish. Applying this to the organization, he asks, who has survived and flourished in your organizational "pond?" what if the next generation of employees contains a new species of fish? How will you make sure your pond is ready? The activity included asking participants to assess the water quality of the pond by identifying 5 or 6 cultural characteristics of the organization and how they might contribute to a health or unhealthy environment.

The assignment: identify one deficit in the organizational pond that you can begin addressing immediately. A very effective way of bringing organizational meaning to stories and metaphors. *Time commitment: 5.5 hours (3.5 hours to read book, 2 hours discussion).*

Second Activity (August 28, 2009): Read the book *Know Can Do* (Blanchard, Meyer & Ruhe) and led a discussion of the book with nine staff members. The book discusses how to take information and knowledge gained from a variety of methods (reading, conferences, seminars, etc.) and put them to practical use, recognizing that there is always a gap between knowing and doing. Learned a couple of things, but the biggest "epiphany" - true learning involves a change in behavior. In going through the process (reading the book, taking notes, and then discussing book with staff), I was able to internalize a specific learning process. I will be able to take the knowledge about the process of narrowing the gap between knowing and doing by applying the principles examined in the book after attending conferences, seminars, etc. *Time commitment: 4.5 hours (2 hours to read book, 1 hour to summarize book on paper, 1.5 hour discussion with staff)*

Third Activity: (November 2009): Read *Talent is Overrated* by Geoff Colvin. This book is based on significant research about how outstanding performance is the product of years of "deliberative practice" and coaching, not necessarily because of any innate talent or skill. Deliberative practice is designed to specifically improve performance, is repetitive, allows for immediate and continuous feedback, is mentally demanding, and not much fun. It is considerable, specific, and sustained effort to do something that you *cannot* do well. The premise is that by working at what you can't do that you turn into the expert you want to become. It involves improving the skills you have and extending the reach and range of your skills. In effect, the amount—and quality—of practice are key factors in the level of expertise achieved. Just as leaders are made and not born, experts are always made, not born. The author used athletes Tiger Woods and Michael Jordan, comedian Chris Rock, and the Polgar sisters (grand master chess players) as examples of how deliberative practice, not talent, was the key to their respective successes. Colvin went further by bringing the concepts to organizations and leadership. Both external coaching and self-coaching is required. The way to view it organizationally is by continuous improvement as a manager/leader through on-going professional development (e.g., the annual requirement for 40-hours of professional development to be a Credentialed Manager) and application of what is learned. The book was an epiphany in that, using Tiger Woods as an example, his father started Tiger playing golf almost before he could walk. His father, a teacher and a scratch golfer himself, provided the initial teaching, coaching (feedback), and mentoring that ultimately led to the success Woods has experienced. *Time commitment: 7 hours*

Fourth Activity (February 2010): Read *Drive: The Surprising Truth About What Motivates Us* by Daniel Pink. Having read *A Whole New Mind* and *Johnny Bunko*, and after having heard him speak twice (in person) and several times (via his DVD on AWNM), I am a Pink fan! He is insightful and thoughtful. In the book *Drive*, Pink convincingly suggests that the secret to high performance and satisfaction is the need to direct our own lives and learn and create new things. He takes 40-plus years worth of scientific research on human motivation and discusses the gap between what "science knows and what business does." The three elements of motivation, according to Pink, are: Autonomy (the desire to direct our own lives); Mastery (the urge to get better and better at something that matters); and Purpose (the yearning to do what we do in the service of something larger than ourselves). The book also includes a "Toolkit" that provides readers with additional information and ways to improve motivation. This is a book I will be referencing because the "Toolkit" is designed to be just that: a number of tools that can be used to motivate. *Time commitment: 7.5 hours*

**Total professional development activities: 40.5 hours**

## Credentialing Reviews for April 2010

### ██████████ annual update

*Primary Reviewer: Bob McEvoy (Pending); Secondary Reviewer: Daryl Delabbio (Pending)*

Bob plans to talk to ██████ about what was learned, so this one is on hold for now.

### ██████████ new application

*Primary Reviewer: Tom Lundy (Pending); Secondary Reviewer: Chet Newland (No)*

Reviewers had questions about ██████ education and experience, which have since been answered. (He definitely has enough experience for the full credential, and his degree is from a regionally accredited university.) Reviewers also had questions about the plan, which has since been revised. Is this one okay now?

### ██████████ annual update

*Primary Reviewer: Dan Fitzpatrick (No); Secondary Reviewer: George Goodman (Pending)*

█████ reported on reading *The Ethics Edge* (8 hours) and attending the NLC Conference (4 days). He also attested to 40 hours, which means he is giving himself 8 hours for each day of the NLC Conference. This is ██████ fourth annual update and, although it's the third one he's had to revise, this is the first time his hours have been questioned (previous issues related to work activities and lack of specificity).

### ██████████ annual update

*Primary Reviewer: Daryl Delabbio (Pending); Secondary Reviewer: Mark Achen (Pending)*

█████ supplied information on what was learned, but it was not extremely specific. Should she revise or just be coached for next year? (There was also a question about the fact that she hasn't been in service for a year and a half--she resigned for health reasons in December 2008. Transition status does not affect the credential.)

### ██████████ new application

*Primary Reviewer: Jim Oliver (Yes); Secondary Reviewer: Dan Fitzpatrick (Pending)*

█████ receives 3.5 years' credit for her Assistant City Manager positions and has requested half credit for her years as ██████ Housing Services Director. (Department head positions automatically receive half credit without a completed questionnaire, but I am tasked with asking for a questionnaire when reviewers have questions or when the title is not clear. Since Housing Services Directors can vary from place to place, some serving as department heads and other reporting to department heads, I asked for a questionnaire.) Upon review, Jim agreed the position should receive half credit. Does the CAB agree?

### ██████████ annual update

*Primary Reviewer: Carol Granfield (Pending); Secondary Reviewer: Greg Sund (Pending)*

█████ used work activities to reach his 40 hours. In addition to his professional development (one book and an 8-hour ICMA regional summit), he includes a book discussion and regional policing dialogue. We encourage folks to discuss books to bolster their professional reading, so maybe this confused him and he thought he could use it for extra hours. Should he be asked to revise or just coached for next year. This is his second annual update and the first one with a problem.

### ██████████ new application

*Primary Reviewer: Mark Achen (Pending); Secondary Reviewer: Bob McEvoy (Pending)*

This application does not show up in the online system because staff has returned it to ██████ for revision. ██████ plan consisted only of work activities, so Mark asked him to revise.